Virginia Department of Historic Resources
PIF Resource Information Sheet

This information sheet is designed to provide the Virginia Department of Historic Resources with the necessary data to be able to evaluate the significance of the proposed district (or MPD) for possible listing in the Virginia Landmarks Register and the National Register of Historic Places. This is not a formal nomination, but a necessary step in determining whether or not the district could be considered eligible for listing. Please take the time to fill in as many fields as possible. A greater number of completed fields will result in a more timely and accurate assessment. Staff assistance is available to answer any questions you have in regards to this form.

General Property Information

For Staff Use Only
DHR ID #: 057-5568

District Name(s): Mathews County African-American Education Multiple Property Documentation (MPD)

District or Selected Building Date(s): 1917-1967 [✓ Circa] Pre Post

Open to the Public? Yes [✓ No]

Main District Streets and/or Routes: Antioch Road (Rt. 604), Church Street (Rt. 611), Ridgefield Road (Rt. 614)

City: Mathews, Susan

Zip: 23109, 23163

County or Ind. City: Mathews

USGS Quad(s): Mathews, New Point Comfort

Physical Character of General Surroundings

Acreage: 33.66

Setting (choose one): City Urban Town Suburban [✓ Rural] Transportation Corridor

Site Description Notes/Notable Landscape Features/Streetscapes: The proposed Mathews County African-American Education MPD captures non-contiguous, multiple properties composed of architectural resources relevant to the development of African-American educational institutions in the county during the early- to mid-20th century. These resources are located on roads that intersect Main Street/New Point Comfort Highway (Route 14). Locating these educational resources on secondary roads removed the dangers posed by heavy traffic, but kept them accessible to the local African-American population. The proposed MPD encompasses a variety of built landscapes as well, ranging from the village at Mathews Court House, to smaller communities such as Susan and Beaverlett.

Ownership Categories: [✓ Private] [✓ Public-Local] Public-State Public-Federal

General District Information

What were the historical uses of the resources within the proposed district? Examples include: Dwelling, Store, Barn, etc…	School, Church
What are the current uses? (if other than the historical use)	School, Church, Parsonage, Storage
Architectural styles or elements of buildings within the proposed district:	Vernacular, International
Architects, builders, or original owners of buildings within the proposed district:	None known
Are there any known threats to this district?	Hurricanes, Flooding, Neglect

General Description of District: (Please describe building patterns, types, features, and the general architectural quality of the proposed district. Include prominent materials and noteworthy building details within the district and a general setting and/or streetscape description.)

The proposed Mathews County African-American Education MPD includes a non-contiguous collection of five architectural resources that embody the changing nature of African-American education institutions in Mathews County from the opening of the 20th century until 1967. These resources include two churches and three school buildings, highlighting the initial reliance on community-organized education through churches and subsequent shifts to publicly funded and centralized schools.

The 1917 USGS topographic maps identify several schools throughout Mathews County, but do not identify the community affiliation of the schools. Wharf Lane School, located on Ridgefield Road (Route 614), was mapped in proximity to a church, currently identified as Wayland/Whelan Baptist Church (057-5564). Wayland/Whelan descended from First Baptist Church, which was formed by nearly 300 African Americans from Mathews Baptist Church in 1865.[1] Built in 1900, Wayland/Whelan Baptist Church is a one-story, nine-bay frame building, with square stained-glass windows and additions to the north and the east to accommodate church offices and a baptistry. Just to the east of the church is a small, one-story, one-bay frame structure erected on brick piers and sheathed in weatherboard, which was likely the Wharf Lane School recorded on the 1917 USGS map. Two 6/6 wood frame sash on the west elevation were likely matched on the east, though a concrete block addition has substantially altered that side of the building. Doors on both the north and south elevations provided access. A chimney is located approximately half-way along the interior of the eastern wall, though it was removed above the roofline. While the building has undergone modifications throughout the 20th century and has suffered from neglect, it still retains much of its original hardware, including a ceramic doorknob on the northern door. Wayland/Whelan Baptist Church and Wharf Lane School likely operated in tandem, both serving the surrounding African-American community who would have otherwise lacked access to educational opportunities. For several decades following emancipation, community-organized schools offered the only way for African-American children to receive an education.

Farther south, the African-American community at Susan embarked on a similar endeavor. In 1869, John Hudgins, John Turner, John Singleton and Robert Forrest recognized the need for a school in their community and erected a small log cabin on land donated by Lucy Singleton. The community soon began to use this building for worship services as well. As the congregation grew, a larger frame structure replaced the log cabin.[2] This building may still form the core of the current Antioch Baptist Church (057-5244), which is a two-story, cruciform adapted Gothic church. It is currently sheathed in stretcher-bond brick, indicating this may be a more recent veneer. It is likely that the Antioch school either continued to operate in the log cabin or shared the frame structure with worship services until the construction of a Rosenwald School across the street in 1927. Now called the L.W. Wales Center (057-5052), this building was renovated in 1985 for use as a library and parsonage. While this introduced many substantive changes to the historic fabric, it nevertheless secured the survival of the building. The school follows the prescribed Nashville Plan for a two-teacher school. The projecting cross gable housed an Industrial Room, while the main body of the building contained two classrooms separated by a moveable partition. Thus, the building housed both classrooms and a larger community space. Just as the L.W. Wales Center can bridge the needs of students and community, so too does it represent a transitional phase in African-American education in Mathews County. What began as a local community school at a church transitioned into a school that was part of a national conversation on African-American education.

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[1] Martha W. McCartney, *Mathews County, Virginia*: *Lost Landscapes, Untold Stories* (Mathews County Historical Society, 2015), 420.

The L.W. Wales Center was one of three Rosenwald Schools constructed in Mathews County. The first, built in Hudgins in 1923 is lost, while the third school evolved with the changing needs of the county to become Thomas Hunter Middle School (057-5567). The first building on the site was a Nashville Plan four teacher school. This was a frame H-shaped structure, with two classrooms on each side flanking an auditorium. When a new brick school was erected in 1953, the original frame building was moved and served for several years as a cafeteria before being razed in 1965 to make room for an addition to the school.[3] The 1953 structure continues to form the core of Thomas Hunter Middle School. Several additions, including one in 1965 and the construction of the new Lee-Jackson Elementary School as an extension of Thomas Hunter in 1996, have significantly modified the footprint. However, the building retains much of the original architectural character of this International-style inspired building, including its flat roof and horizontal massing. Though the ribbon windows have been replaced by modern 1/1 metal sash, the stuccoed in-fill material contrasts with the original brick veneer on the concrete block structure and clearly indicates the original intention of the building to admit as much natural light as possible. The facade both historically and currently relied on a single entrance, though direct access to classrooms remains on the other three elevations. This structure not only spoke broadly to contemporary architectural trends, but correlates closely with mid-century school construction trends as well. The oldest members of the Baby Boomer generation were beginning to arrive at school in 1953, sparking a nation-wide construction push, much of which utilized new, lightweight building technologies, with facades comprised of continuous full-height ribbon windows and doorway access from classrooms directly to the outside.[4]

Several other African-American churches were founded throughout Mathews County during the late 19th and early 20th centuries, including First Baptist Church (057-0030, 057-5415-0002), Ebenezer Baptist Church (057-0068), Emmaus Baptist Church (057-5023), and Zion Baptist Church (057-5134). Given the close ties between church communities and education during this period, it seems likely that these churches organized local schools, as well, though further research needs to be done to document how religious and educational needs shaped the use of these resources. Additional research may also locate previously unrecorded school buildings and archaeological sites.

The five architectural resources of the proposed Mathews County African-American Education MPD capture both the community's struggle to provide education and the evolution of how that need was served through a period in which both legal and de facto segregation circumscribed access for African-American citizens to social resources. Overcoming these obstacles often relied on community-based initiatives which made use of locally- and nationally-supplied resources, ranging from volunteer labor and donated lumber to grants providing for teachers' salaries and instructional material. While community efforts, often motivated by church congregations, brought education to the African-American communities in Mathews, those resources have either been substantively repurposed, such as at the L.W. Wales Center and Wharf Lane School, or have vanished from the landscape. Only the mid-century incarnation of Thomas Hunter School serves its original purpose, because it became part of the county educational system in 1969 when Mathews schools integrated. Collectively, the resources that compose the proposed Mathews County African-American Education MPD represent a type of resource that was once far more prevalent on the landscape, but has slowly disappeared as education became both centralized and equally accessible to all.

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[2] McCartney, 420.

[3] Mathews Memorial Library, "Thomas Hunter School: An African American Communities Vision."

[4] Lindsay Baker, "A History of School Design and its Indoor Environmental Standards, 1900 to Today," (National Institute of Building Sciences, January 2012), 11.

Significance Statement: Briefly note any significant events, personages, and/or families associated with the proposed district. It is not necessary to attach lengthy articles or genealogies to this form. Please list all sources of information. Normally, only information contained on this form is forwarded to the State Review Board.

The proposed Mathews County African-American Education MPD recognizes the development of African-American education institutions through the first half of the 20th century. The resources included in the proposed MPD have associations with significant events at the state and local levels (Education, Ethnic Heritage: African American, Politics/Government, Social History) and significant individuals at the local level. Architectural integrity varies greatly among the selected resources, though all the school buildings stand as rare survivors of once common building types. No known archaeological resources are included within the proposed MPD, although there is a strong likelihood that they exist, and that the MPD could include the sites of other school-related buildings elsewhere in the county. Given these circumstances, the proposed Mathews County African-American Education MPD fulfills the requirements for Criteria A, Criteria B, and Criteria C.

African-American education has a deep and complex history in Virginia, and its trajectory was largely determined by fears of the Anglo-American population, first in the colony and later in the state. Throughout the 17th and 18th centuries, colonists of European descent considered literate enslaved Africans and free blacks to be both assets and liabilities. The ability to read and write increased a slave's value and usefulness, but also increased their ability to navigate the complex structures upon which Virginia's society was built and make their way to freedom. Similarly, a literate free black population was better equipped to function independently in the market, partially allaying white fears of a dependent population of African-American individuals who could not be owned, but stoking fears that their ability to survive independently could lead to insurrection. These fears remained largely generalized and any education, at least for enslaved individuals, was dictated by the needs of their owners until the opening of the 19th century.

In 1800, enslaved blacksmith Gabriel Prosser devised a plan to march on Richmond, capture Governor James Monroe, and lead what has variously been characterized as a violent slave revolt or a republican-artisan rebellion. The plot was betrayed before it could be enacted, however. Testimony given at Prosser's trial suggests that he could read and write, which enabled Prosser and some other literate co-conspirators to forge passes to travel between plantations. In the aftermath of Gabriel's Rebellion, the General Assembly passed new restrictions designed to prevent similar insurrections. In 1804, the assembly prohibited enslaved individuals from gathering together at night for any reason. Fifteen years later, in 1819, the assembly clarified the law. While slaves had been forbidden to meet at churches and meetinghouses, they were now also banned from schools. This effectively ended any sort of community- or church-based education that might have been available to slaves, though it did not expressly restrict a master's ability to determine the educational needs of his slaves. Following Nat Turner's Rebellion in 1831, the General Assembly revised the 1819 law. Henceforth, all meetings of free blacks for teaching reading or writing was considered unlawful assembly and whites caught teaching free blacks were fined $50, or $100 if caught teaching enslaved people. Though education became increasingly difficult to obtain for both enslaved individuals and free blacks, as much as 10% of the African-American population in the state may have been literate by the time of emancipation.[5]

The antebellum mechanisms that divorced education from the school environment were reversed within months of the opening of the Civil War. Schools designed to serve enslaved individuals fleeing plantations opened in Hampton, Yorktown, Norfolk, and Fort Monroe by September 1861. The number of schools continued to increase throughout the war, and by its end more than 450 teachers taught nearly 12,000 black students throughout the state. During Reconstruction, African-American education came under the purview of the Freedmen's Bureau. The initial plan for the Bureau was to sell or rent seized, confiscated, or abandoned properties to provide funding for the support and education of the newly freed African-American population. However, presidential pardons and small Congressional appropriations left the Freedmen's

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[5] Antonio T. Bly, "Slave Literacy and Education in Virginia," *Encyclopedia Virginia,* accessed 18 May 2017, https://www.encyclopediavirginia.org/Slave_Literacy_and_Education_in_Virginia#start_entry

Bureau underfunded. Much of its educational mission was reduced to encouraging African-American communities to raise money to purchase land for schools, providing building materials, transporting teachers, and paying rent on some schoolhouses.[6]

The end of Reconstruction and the demise of the Freedmen's Bureau in 1870 brought about a new system of free public education in Virginia. The Constitution of 1869 required the General Assembly to create a "a uniform system of public free schools, and for its gradual, equal, and full introduction into all the counties of the state," overseen by the Superintendent of Public Instruction and a state Board of Education. These offices appointed local superintendents and hired teachers for the new schools.[7] In his first *First Annual Report of the Superintendent of Public Instruction*, Superintendent William H. Ruffner collected "written statements on twenty-one points" from County Superintendents.[8] The fourth question directly addressed the African-American desire for education. Of 48 county superintendents who provided responses, 5 reported "that the Negroes exhibit little or no interest in the education of their children. In very many cases they manifest as much concern as the whites."[9] Unfortunately, the office of the Mathews County superintendent remained vacant that year and so no report for the county was filed with the state.[10]

It seems that the Mathews County Superintendent's office faced now unknown challenges in the early years of this new school system. During the 1871-1872 session, the General Assembly mandated that "white and colored persons shall not be taught in the same school, but in separate schools, under the same general regulations as to management, usefulness, and efficiency."[11] While this statute codified segregated education, it did not inspire the Mathews County superintendent to take a full accounting of the schools in his charge. In 1872, Superintendent G. Taylor Garnett reported only a single white primary school, educating 35 students, and submitted no written reports on the state of education in the county. Similarly, he made no report on student enrollment, student demographics, or use of state and county funds.[12] Garnett's reticence to report continued through 1873.[13] This lack of information effectively erases community-based efforts to provide African-American children with education, such as was already well underway in Susan.

Today, Susan is a small unincorporated community south of the Mathews downtown on the main road leading to New Point Comfort. In 1869, John Hudgins, John Turner, John Singleton, and Robert Forrest, who lived near Susan, felt that the local black children needed a school. Mrs. Lucy Singleton, who was white, donated a quarter acre of land on which a log schoolhouse was built. Women from the area began to use the building for worship, and soon the burgeoning congregation secured the Reverend Robert Lattimore to serve as pastor. With a pastor came a new name: Antioch Baptist Church. In the next decade, the congregation erected a much larger frame church.[14] Whether church and school continued to share a single building, or whether the growth of the congregation outpaced the growth of the school and therefore necessitated two structures, remains unknown. Nevertheless, the school at Antioch Baptist Church aptly demonstrates how strong the desire for education could be among a community. Rather than relying on existing resources within a congregation to build a school, the presence of a school created a new religious community.

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[6] Ronald E. Butchart, "Freedmen's Education in Virginia, 1891-1870," *Encyclopedia Virginia,* accessed 18 May 2017, https://www.encyclopediavirginia.org/Freedmen_s_Education_in_Virginia_1861-1870.

[7] Marianne E. Julienne and Brent Tartar, "Establishment of the Public School System in Virginia," *Encyclopedia Virginia,* accessed 11 July 2017, https://www.encyclopediavirginia.org/Public_School_System_in_Virginia_Establishment_of_the; Butchart, "Freedmen's Education in Virginia, 1891-1870," *Encyclopedia Virginia.*

[8] *First Annual School Report of the Superintendent of Public Instruction* (Richmond: C. A. Schaffter, 1871), 147, https://hdl.handle.net/2027/chi.101540216.

[9] *First Annual School Report of the Superintendent of Public Instruction,*152.

[10] *First Annual School Report of the Superintendent of Public Instruction,* 146.

[11] George W. Munford, ed., *Third Edition of the Code of Virginia Including Legislation to January 1, 1874*. (Richmond: J.E. Goode, 1874), 694.

[12] *Second Annual Report of the Superintendent of Public Instruction* (Richmond: R. F. Walker, 1872), 214, https://hdl.handle.net/2027/chi.101540101.

[13] *Third Annual Report of the Superintendent of Public Instruction* (Richmond: R. F. Walker, 1873), https://hdl.handle.net/2027/chi.101540169.

[14] Martha W. McCartney, *Mathews County, Virginia: Lost Landscapes, Untold Stories* (Mathews County Historical Society, 2015), 420.

In 1874, Thomas B. Lane replaced Garnett as the county superintendent and offered only some additional details on the educational resources available to Mathews' African-American citizens.[15] The county had 24 schools, but needed an additional 24 to meet demand. A local tax raised approximately $146, but Lane estimated he needed an addition $4,200 to fully supply the schools.[16] Despite, or perhaps because of, this lack of facilities, Lane reported that "people generally are favorably disposed to the public schools, and their interest in them is daily increasing."[17] Unfortunately, there is no clear indication if the African-American communities in Mathews were consulted for their opinions on the matter, nor does the annual collection of written statements include any regarding African-American education. In 1876, the annual report tabulated student demographics differently than previous years, and offers a glimpse into the educational offerings available. Approximately one-third of the students between ages 5 and 21 enrolled in Mathews schools were African American (388 of 1138). Monthly enrollment of this student population averaged 286, while daily attendance averaged 210 students.[18] Eight schools and eight teachers served these students.[19] While one was undoubtedly the school associated with Antioch Baptist Church, the names and the locations of the other seven are not currently known.

By 1880, Mathews County enrolled only 294 African-American students, of a total school-age African-American population of 895.[20] Eleven teachers in eight schools served this population.[21] In 1882, the General Assembly renewed the statute which required children of different racial backgrounds to be taught "in separate schools, under the same general regulations as to management, usefulness, and efficiency."[22] The ability or inclination to operate separate schools according to the same general regulations proved to be fleeting. By 1891, school enrollment had risen to 526 of the 1,018 school-aged African-American children in the county (51.6%).[23] Though enrollment almost doubled over the course of the decade, only three additional schools opened, giving the African-American schools a total seating capacity of 522, and no new teachers were added to the rosters.[24] The slight over-enrollment for this year indicates that demand for education was outstripping the available facilities. In 1900, the African-American population in Mathews had access to 12 schools, which enrolled 564 students served by 12 teachers.[25] The four additional schools increased capacity to 555 students, but still the schools remained over-enrolled. When the state adopted a new constitution in 1902, the situation did not improve, as it once again prohibited "mixed schools."[26] A 1904 amendment to the constitution took things one step further. It expanded the powers of city and district school boards to include determining the ethnic background of children in order to assign them to the appropriate school.[27] While such determinations had likely been made for years, based on local knowledge of particular families, introducing a legal mechanism further enshrined the on-going legal and economic disenfranchisement of the African-American population in Virginia.

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[15] *Fourth Annual Report of the Superintendent of Public Instruction* (Richmond: R. F. Walker, 1874), 7, https://hdl.handle.net/2027/chi.101540224.

[16] *Fourth Annual Report of the Superintendent of Public Instruction,* 139.

[17] *Fourth Annual Report of the Superintendent of Public Instruction,* 48.

[18] *Sixth Annual Report of the Superintendent of Public Instruction* (Richmond: R. F. Walker, 1876), 43, https://hdl.handle.net/2027/chi.101540062.

[19] *Sixth Annual Report of the Superintendent of Public Instruction,* 46.

[20] *Tenth Annual Report of the Superintendent of Public Instruction* (Richmond: R. F. Walker, 1880), 16, 27, https://hdl.handle.net/2027/chi.101540282.

[21] *Tenth Annual Report of the Superintendent of Public Instruction,* 30.

[22] *Code of Virginia: With the Declaration of Independence and the Constitution of the United States; and the Constitution of Virginia*. (Richmond: James E. Goode, 1887), 404.

[23] *Twentieth Annual Report of the Superintendent of Public Instruction* (Richmond: J. H. O'Bannon, 1891), 6, https://hdl.handle.net/2027/chi.101540436.

[24] *Twentieth Annual Report of the Superintendent of Public Instruction,* 9, 40.

[25] *Biennial Report of the Superintendent of Public Instruction of the Commonwealth of Virginia* (Richmond: J. H. O'Bannon, 1901), xxix, 106, 108, https://hdl.handle.net/2027/chi.101540305.

[26] Jno. Garland Pollard, ed., *Code of Virginia as Amended to Adjournment of General Assembly 1904 Together with All Other Statutes of a General and Permanent Nature Then in Force, including Tax Billl* (St. Paul, Minn, West Pub. Co., 1904), ccxivi.

[27] Jno. Garland Pollard, ed., *Code of Virginia as Amended to Adjournment of General Assembly 1904 Together with All Other Statutes of a General and Permanent Nature Then in Force, including Tax Billl* (St. Paul, Minn, West Pub. Co., 1904), 800.

However, it seems that access to education, even if insufficiently supplied, made a great deal of impact. The 1910 Virginia census recorded only 108 illiterate individuals between the ages of 10 and 20 in Mathews County.[28] In the same year, 1,068 African-American children between 7 and 20 resided in the county, though only 506 (47.4%) were enrolled.[29] The county had only 13 African-American teachers in this year, none of whom held specialized or high school certificates, thereby limiting the advanced educational opportunities for these students.[30] While school facilities were not inventoried by the population they served, they were inventoried by building materials. The 1910 report also included a category for "log" schoolhouses, as well as the previous categories of brick, frame, and stone. All of Mathews' 26 schools were built of frame construction, indicating that Antioch's original log schoolhouse had been replaced.[31]

The Superintendent of Public Instruction's report for the 1916-1917 school year captures complementary information to that in the 1917 USGS topographic maps. That year, there was an African-American school-aged population of 1,299 in Mathews, of whom 761 were enrolled in 14 schools. However, while Mathews County had two high schools in operation this year, no African-American students were enrolled at either.[32] These students continued to be served by one- or two-room schoolhouses staffed by a single teacher. By 1917, the county had 14 such schools and teachers, none of whom held high school or specialized certificates.[33]

Comparing the *Annual Report of the Superintendent of Public Instruction* for the 1916-1917 academic year to the 1917 USGS topographic maps reveals a discrepancy. The *Annual Report* recorded 26 schools in Mathews County: 11 with one room, 9 with two rooms, and 6 with three rooms or more.[34] By contrast, the topographic maps identified only seven schools in Mathews. While practical reasons, such as limited space, may have shaped how the information was captured on the maps, it nevertheless reveals that educational buildings were more common on the landscape than any one source of information can capture. Indeed, "school rooms" are ephemeral spaces, created in rooms or buildings wherever learning and instruction could be had. Such spaces could easily be constructed for one purpose then converted to another, as exemplified in the building that was likely Wharf Lane School (057-5564), but is currently used for storage. Given that educational spaces could be both purpose-built or converted spaces, it makes them difficult to trace on the modern and the historical landscape. For example, Mrs. Mary Pusey was educated at home before enrolling in St. Augustine College in North Carolina in 1910. After she graduated in 1917, she returned to Mathews and spent four years teaching at the Hookemfair School.[35] Hookemfair School was not marked on the 1917 map, though Mrs. Pusey's testimony clearly indicated that it was in operation that year. It may have been that the school was in a converted outbuilding, or that the structure was so nondescript it was not readily identifiable to surveyors as a school. If either situation was the case, it illustrates the difficulties, both in the past and in the present with identifying these vernacular schoolhouses, and reinforces the rarity of one that survives, as in the case of Wharf Lane School.

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[28] *Annual Report of the Superintendent of Public Instruction* (Richmond: Davis Bottom, 1914), 72, https://hdl.handle.net/2027/chi.66532618.

[29] *Annual Report of the Superintendent of Public Instruction* (1914), 76.

[30] *Annual Report of the Superintendent of Public Instruction* (1914), 170. School buildings were not inventoried by race this year. All of the inventoried buildings were of frame construction.

[31] *Annual Report of the Superintendent of Public Instruction* (1914), 192.

[32] *Annual Report of the Superintendent of Public Instruction* (1918), 337.

[33] *Annual Report of the Superintendent of Public Instruction* (1918), 341, 344.

[34] *Annual Report of the Superintendent of Public Instruction* (1918), 360.

[35] McCartney, 449-450.

While the white school children of Mathews County saw their schools improve during the first two decades of the 20th century, with the addition of multi-room school buildings and public high schools, improvement in African-American schools would come only with through external financial support. In 1912, Booker T. Washington, then head of the Tuskegee Institute, contacted Julius Rosenwald, president of Sears, Roebuck & Company and one of the Institute's trustees. The son of an immigrant German-Jewish peddler, Rosenwald built Sears into a mail-order empire through an efficient order fulfillment system. When the company went public in 1908, Rosenwald's fortune was made. As with so many early-20th century moguls, Rosenwald turned his attention to philanthropy. On his 50th birthday in 1912, Rosenwald announced $687,750 in gifts, including $25,000 to Washington.[36] Washington used a small part of the funding to build schools in Alabama. As word spread regarding Rosenwald's support of African-American education, requests for financial assistance for schools outside Alabama soon started arriving.[37] Rosenwald initially funneled the school building funds through the Tuskegee Institute. However, requests soon outpaced Tuskegee's ability to manage them. In 1917, Rosenwald established the Julius Rosenwald Fund, managed through an office in Nashville, Tennessee.[38]

The Rosenwald Fund provided matching grants for the construction of new or replacement school buildings for African-American communities throughout the southern U.S. Schools had to meet several provisions before money would be released to them: schools had to be located where acceptable to local authorities; state and county officials had to agree to make a contribution to the project and to operate the school for at least five months each year; and community funds had to make up the majority of the construction costs.[39] With funding and support secured at multiple levels, the Fund provided building plans that could be adapted to local building codes, yet still provide an ideal learning environment.

The Fund proved a boon for Mathews County, which received three grants to aid in the construction of new schools. The first was in budget year 1923-1924. Located in Hudgins, this school may have replaced "School B." Labeled as such on the 1917 USGS topographic maps, historian Martha McCartney speculated this was likely an African-American school.[40] The total cost of erecting a new school in Hudgins, whether it replaced School B or not, was $3,500, of which the Rosenwald Fund contributed $700, the public [county] contributed $1,200, and the local African-American community contributed $1,600. The Hudgins School was approved for a "two-teacher type" school - the first of its kind for the African-American population in Mathews.[41] Unfortunately, this school does not survive. The Hudgins School proved a successful experiment, and during the 1926-1927 budget year, county residents secured funding for two additional schools: Antioch and Thomas Hunter.[42]

Reverend L. W. Wales led the campaign for the new Antioch school. Wales was born to enslaved parents near Charlottesville in 1860. After the Civil War, the Wales family relocated to Gordonsville, where L.W. Wales "attended school, fostered by northern people, and then for a number of years the public schools." In 1881, he matriculated at the Richmond Theological Seminary, now Virginia Union University. He graduated in 1885 with diplomas in both the Academic and the Theological Departments. Shortly before his graduation, Wales received the pastorate of Mr. Ararat Baptist Church in Williamsburg.[43] During the next twenty-five years of his career, Wales also served as pastor of New Mount Zion Baptist Church in James City County, Mt. Gilead Baptist Church in Magruder, Rising Sun Baptist Church in York County, Union Baptist Church in

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[36] Phyllis McClure, "Rosenwald Schools in the Northern Neck," *The Virginia Magazine of History and Biography* 113, no. 2 (2005): 119, http://www.jstor.org/stable/4250250.

[37] McClure, 119-120.

[38] McClure, 120-121.

[39] McClure, 121.

[40] McCartney, 448.

[41] "Hudgins School, Mathews County," Fisk University Rosenwald Fund Card File Database, rosenwald.fisk.edu.

[42] "Antiock School, Mathews County," Fisk University Rosenwald Fund Card File Database, rosenwald.fisk.edu; "Thomas Hunter (C.T.S.), Mathews County," Fisk University Rosenwald Fund Card File Database, rosenwald.fisk.edu.

[43] L. W. Wales, D.D., *Brief Autobiographical Sketch of the Life and Labors of Rev. L. W. Wales, D.D.* (Williamsburg, Va, 1910), 3.

Nansemond County, Jerusalem Baptist Church in James City County, and Big Bethel Baptist Church in Dinwiddie County.[44] A man with a tremendous work ethic, Wales also served the intellectual needs of the communities in which he ministered. In 1886, he was elected principle of the Williamsburg Public School No. 2 for five years before accepting a position as teacher in James City County, and then a teacher in York County's Bruton School District. Dissatisfied with the condition of public schools for African-American students in and around Williamsburg, Wales led a campaign for the creation of an African-American high school, which was cut short when the purchased land was taken from the trustees and resold.[45]

What brought Rev. L. W. Wales to Antioch is unclear at present, but his dedication to both ministerial and educational callings married well with the community and the educational initiatives that had long shaped it. With Wales at the helm, the local community raised a total of $4,900 to construct a new school according to one of the Nashville "two teacher" plans. The African-American community supplied the vast majority of funds, $3,700, while the Rosenwald fund contributed $700 and additional funding of $500 from Mathews County.[46] The school sat on two acres, and followed the prescribed plans. Two classrooms flanked an industrial room under a projecting front gable. Smaller features, also required to secure Rosenwald funding, have been lost, including the male and female privies. However, the school still retains its radio antennae, fixed to a nearby tree, which enabled students to study radio technology as part of their industrial arts education.[47]

Construction of the Thomas Hunter Agricultural Training School also began during the 1926-1927 budget year. This project was the largest of the three Rosenwald funded schools in the county. The four-teacher type school was a frame H-shaped building that housed three classrooms, a combined office and library, an industrial room, and an auditorium.[48] Mathews' African-American community contributed $8,000 of the $9,900 construction costs. The Rosenwald Fund contributed $1,100 of the remainder and public funds only $800. Interestingly, the name "Thomas Hunter" originated with a white donor. George E. T. Lane of Woodstock donated $25 only after securing a guarantee that the school would be named after Thomas Hunter, one of his family's former slaves and a long-time employee after emancipation.[49] With the funding secure, the trustees purchased 3.6 acres on the south side of Church Street, just to the east of the Mathews Courthouse.[50] The size and the centrality of Thomas Hunter School likely stems from its role as a county training school. Throughout the 1920s, school boards were consolidating educational facilities, replacing local church schools and tiny schoolhouses with larger, though sometimes less convenient, buildings. County training schools were one outcome of this process. Not only did these schools have larger facilities that accommodated several grades, but they were also intended to provide vocational training in agriculture, home economics, and industrial arts, and to supply teachers for African-American primary schools.[51] When Thomas Hunter School opened in 1927, it had only grades one through seven. An eighth grade was added in 1928.[52] As school consolidation continued, Thomas Hunter became the sole African-American school in Mathews County, eventually teaching grades one through twelve.[53]

Much of the development and improvements at Thomas Hunter School can be traced be traced to the efforts of John Murray Brooks, who served as principal from 1933 to 1961. During this period, significant improvements took place. The school received accreditation by the State Board of Education in 1939. Music classes and a band were introduced during the 1940-1941 academic year. Buildings were added to the campus throughout the 1940s, housing more classrooms, an agriculture shop, a cafeteria, and offices.[54] A larger, brick school building replaced the Rosenwald structure, which was relocated on the campus, in 1953. By the end of his tenure, Brooks had helped Thomas Hunter School grow to include 19 faculty members, serving a student population of 392.[55] These improvements brought some degree of equity to the African-American children still attending school in a segregated system. Not only was the school recognized as adhering to educational standards, but the new building followed architectural trends for school facilities, including ribbon windows along the elevations and direct access from individual classrooms to the outside.[56] Some of these architectural features have been lost over time as the school expanded to accommodate more students and the facilities were upgraded for efficiency and security. Nevertheless, this building serves as a remarkable example of mid-century school architecture that served a segregated student population throughout the period of significance, during which time the Virginia government fought vehemently against the integration required by *Brown v. the Board of Education* in 1954, while many of its African-American citizens worked toward it. [57]

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[44] Wales, 8.

[45] Wales, 7-8.

[46] "Antiock School, Mathews County," Fisk University Rosenwald Fund Card File Database, rosenwald.fisk.edu.

[47] Conversation with Walt Sampson, Site Visit

[48] S. L. Smith, "Community School Plans" The Julius Rosenwald Fund, Bulletin No. 3 (1924), 12, http://digital.ncdcr.gov/cdm/ref/collection/p16062coll13/id/4554.

[49] McCartney, 492.

[50] "Thomas Hunter (C.T.S.), Mathews County," Fisk University Rosenwald Fund Card File Database, rosenwald.fisk.edu; McCartney, 492.

[51] McClure, 130.

[52] McCartney, 492.

[53] McCartney, 492.

The five architectural resources in the proposed Mathews County African-American Education MPD document the changing educational opportunities available to African-American students in Mathews County. As education became legally available to the formerly enslaved African-American population of Virginia following the Civil War, communities took it upon themselves to organize facilities in which their children could learn. These community-based schools were often associated with churches, and provided students in the surrounding area at least a rudimentary education, as at Wharf Lane School. School consolidation and industrial philanthropy brought about changes in both the architecture and the organization of schools. Student populations were determined geographically, rather than through community structures, as larger schools that could accommodate multiple grades and instruction in more subjects replaced one-room schoolhouses scattered throughout the county. Funded through programs like the Rosenwald Fund, schools such as the L.W. Wales Center encompassed modern architectural design and educational philosophy, even if they could not completely overcome the institutional racism that often determined how public funding for county schools was apportioned. Though Mathews County did not desegregate its schools until the late 1960s, outside the period of significance for proposed MPD, Thomas Hunter School nevertheless represents the continuous efforts of both the community and individuals like John Murray Brooks to improve the educational facilities available to African-American students in Mathews County. The evolution of the resources included in the proposed MPD capture not only the changing socio-economic and political status of African-American residents within the county, including significant individuals like L. W. Wales and John Murray Brooks, but also - and more importantly - the spirit and the determination necessary to improve the resources available to their communities.

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[54] J. Murray Brooks Plaque, Thomas Hunter Middle School, Site Visit, 20 May 2017.

[55] J. Murray Brooks Plaque, Thomas Hunter Middle School, Site Visit, 20 May 2017.

[56] Mathews Memorial Library, "Thomas Hunter School: An African American Communities Vision"; Baker, 11.

[57] *Report of the Commission on Education to the Governor of Virginia.* (Richmond: Commonwealth of Virginia, Dept. of Purchases and Supply, 1959).

Sponsor (Individual and/or organization, with contact information. For more than one sponsor, please use a separate sheet.)

Mr. Ms. Mindy Connor Mathews County

(Name) (Firm)

P. O. Box 839

(Address)

Mathews VA 23109

(City) (State) (Zip Code)

mconnor@co.mathews.va.us 804-725-7172

(Email Address) (Daytime telephone including area code)

In the event of organization sponsorship, you must provide the name and title of the appropriate contact person.

Contact person: Mindy Connor, County Administrator

Daytime Telephone: (804) 725-7172

Applicant Information (Individual completing form)

Mr. Mrs.

Ms. Miss Dr. Elizabeth Cook, Dr. David A. Brown and Thane H. Harpole DATA Investigations LLC

(Name) (Firm)

1759 Tyndall Point Lane Gloucester Point VA 23062

(Address) (City) (State) (Zip Code)

fairfield@fairfieldfoundnation.org 804-815-4467

(Email Address) (Daytime telephone including area code)

Applicant's Signature: Date:

Notification

In some circumstances, it may be necessary for DHR to confer with or notify local officials of proposed listings of properties within their jurisdiction. In the following space, please provide the contact information for the local County Administrator or City Manager.

Mr. Mrs. Dr.

Miss Ms. Hon. Mindy Connor County Administrator

(Name) (Position)

Mathews P. O. Box 839

(Locality) (Address)

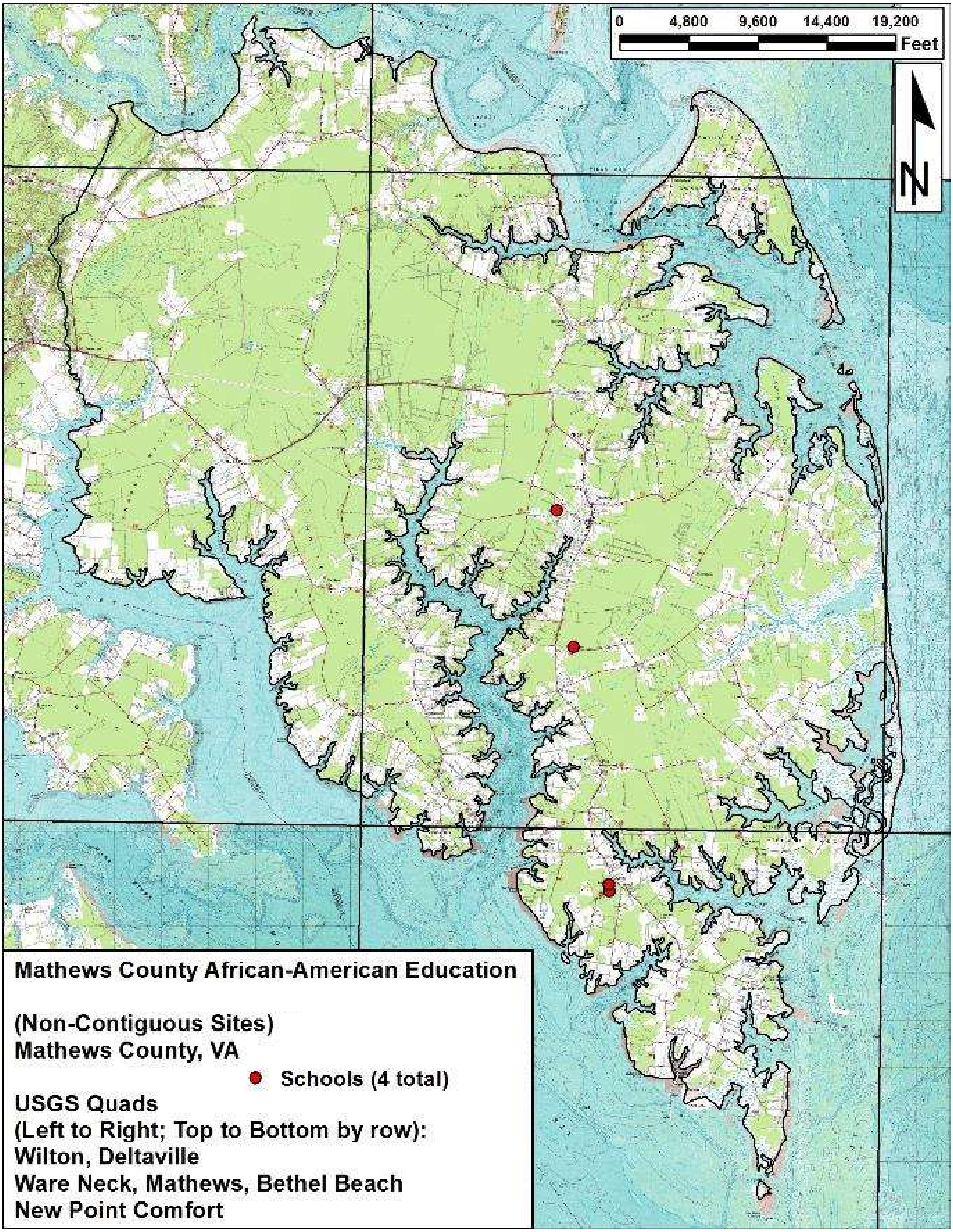
Mathews VA 23109 804-725-7172

(City) (State) (Zip Code) (Daytime telephone including area code)

Please use the following space to explain why you are seeking an evaluation of this district.

Hurricane Sandy (October 2012), the second costliest hurricane in U.S. history, caused widespread destruction across the eastern mid-Atlantic. Federal funding to support the study of this impact and potential future impacts were designated for Virginia and several of its localities, including Mathews. Prior architectural survey identified Gwynn's Island as a future potential historic district and we are seeking an evaluation of this MPD because we feel that this assemblage of buildings and its surrounding landscape warrants a designation of eligibility for the state and federal registers, highlighting its significance and integrity and potentially qualifying property owners for future assistance in the preparation for and recovery from similar cataclysmic natural events.

Would you be interested in the State and/or the Federal Rehabilitation Tax Credits? [✓ Yes] No
Would you be interested in the easement program? [✓ Yes] No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14,400
19,200
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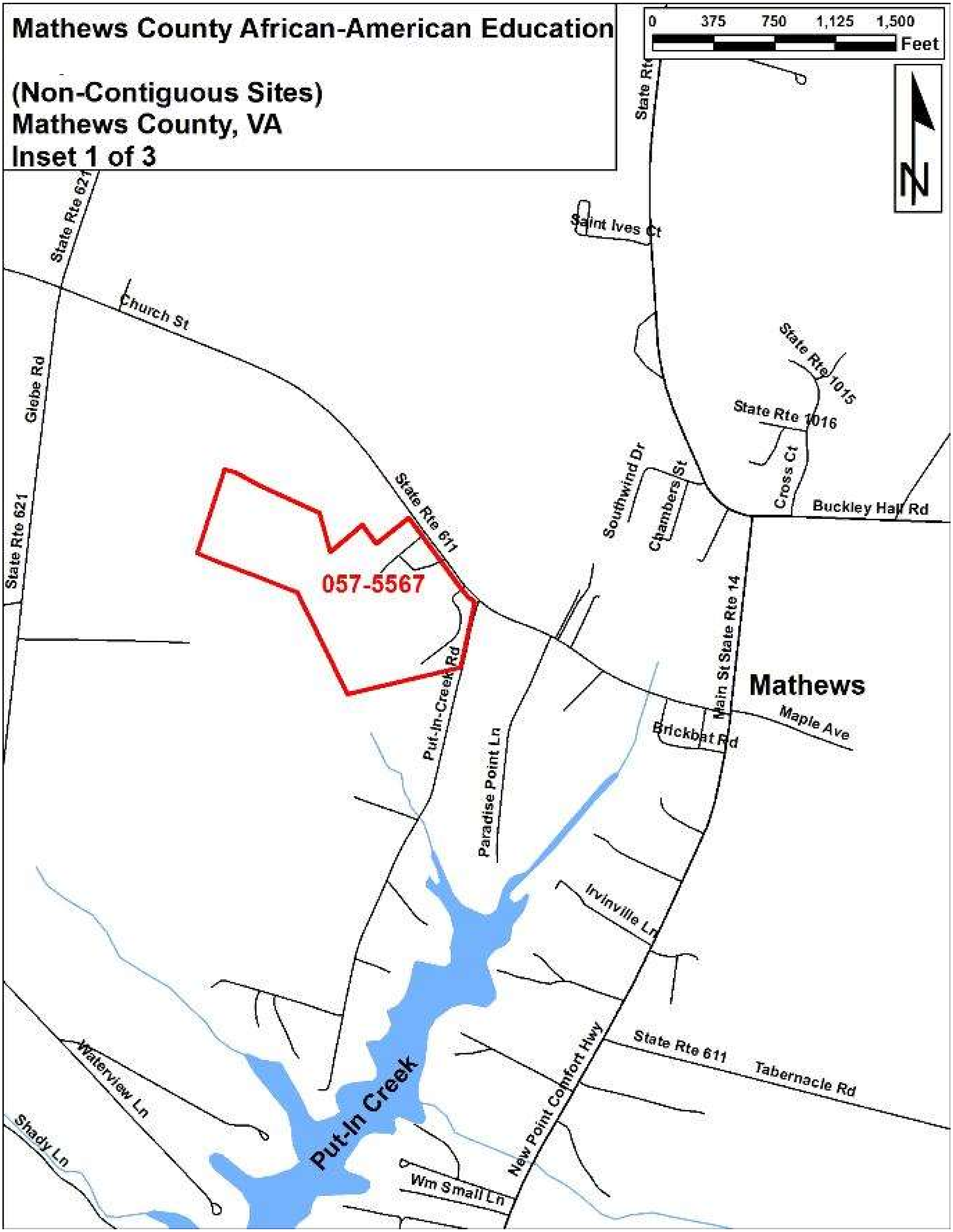
Mathews County African-American Education
(Non-Contiguous Sites)
Mathews County, VA
● Schools (4 total)
USGS Quads
(Left to Right; Top to Bottom by row):
Wilton, Deltaville
Ware Neck, Mathews, Bethel Beach
New Point Comfort

Mathews County African-American Education

(Non-Contiguous Sites)
Mathews County, VA
Inset 1 of 3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Cross Ct
Buckley Hall Rd
State Rte 611
057-5567
Main St State Rte 14
Mathews
Maple Ave
Brickbat Rd
Put-In-Creek Rd
Paradise Point Ln
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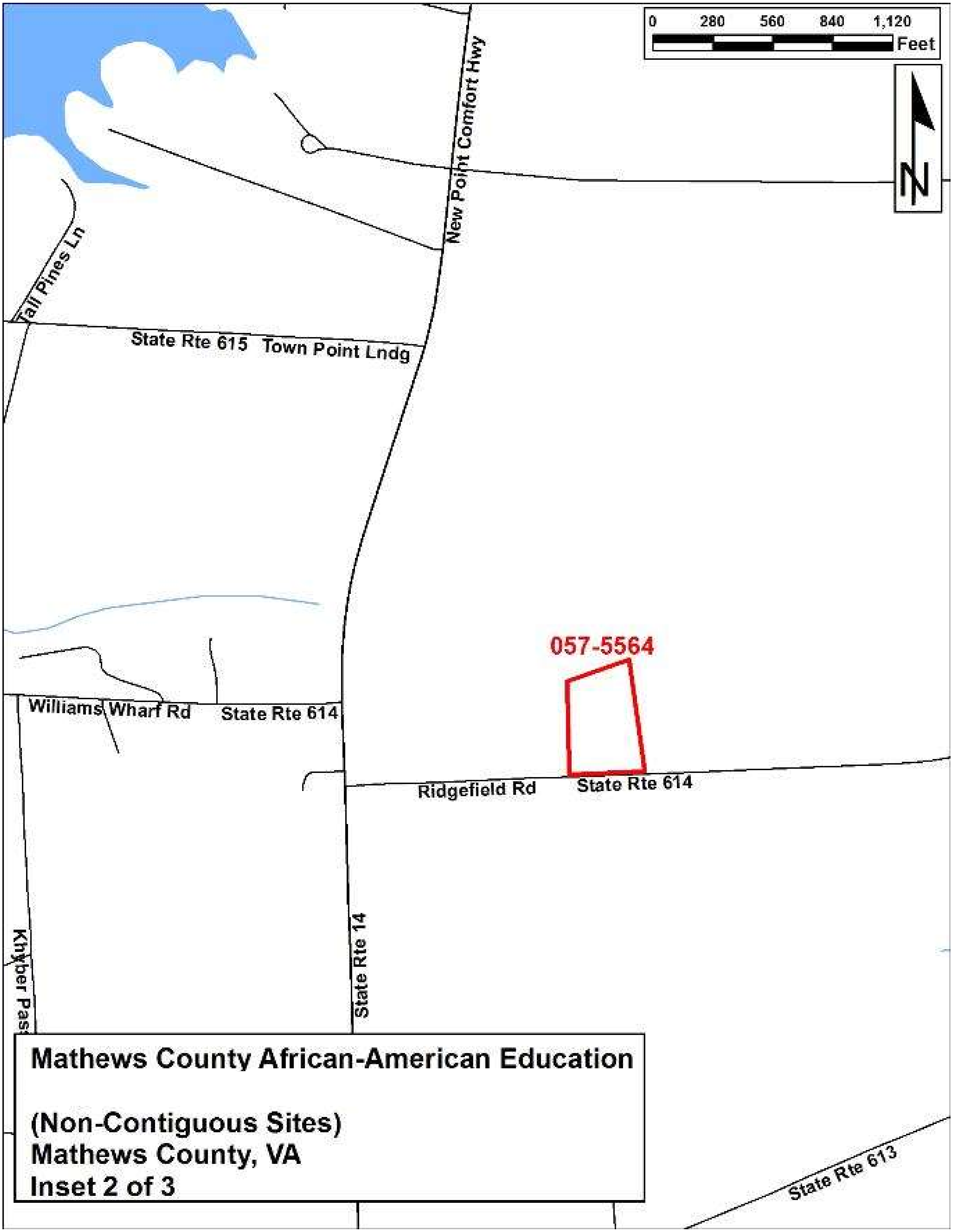
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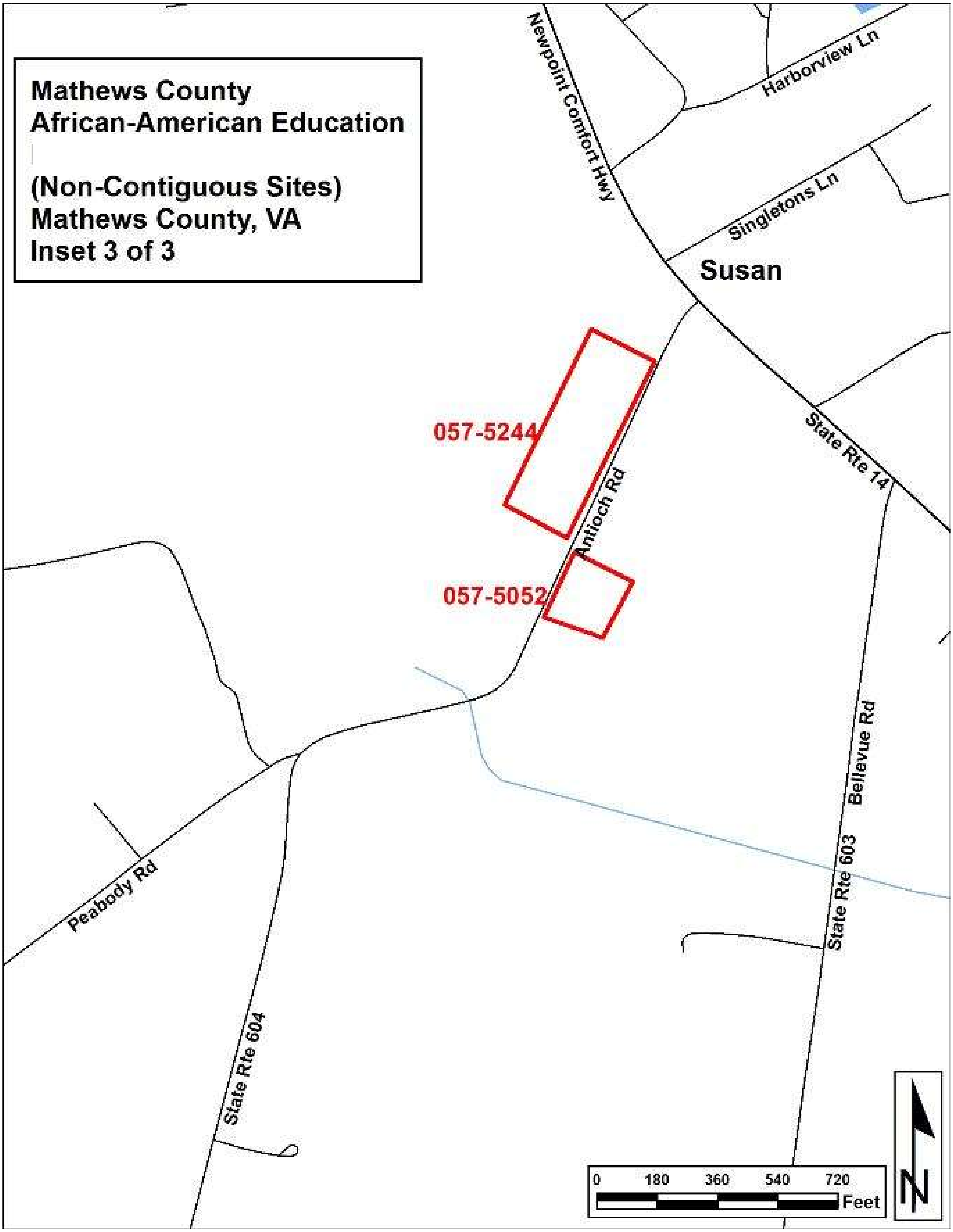
Tall Pines Ln
State Rte 615
Town Point Lndg
057-5564
Williams Wharf Rd
State Rte 614
Ridgefield Rd
State Rte 614
State Rte 14
Khyber Pas
State Rte 613

Mathews County African-American Education

(Non-Contiguous Sites)
Mathews County, VA
Inset 2 of 3


Mathews County
African-American Education
(Non-Contiguous Sites)
Mathews County, VA
Inset 3 of 3
Newpoint Comfort Hwy
Harborview Ln
Singletons Ln
Susan
057-5244
057-5052
Antioch Rd
State Rte 14
Bellevue Rd
State Rte 603
Peabody Rd
State Rte 604
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360
540
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